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## Action

### *Professional Services Committee*

## **Update on Induction Program Review and Recommendation to Remove Stipulations**

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**Executive Summary:** This item provides: 1) an update on the 2006-07 Induction Program Reviews including the progress of programs in meeting standards that were originally “Not Met,” 2) information on the 2007-08 Induction Program Reviews, and 3) recommended action to remove stipulations placed on the Fresno Unified BTSA Induction Program by the Commission in June 2007.

**Recommended Action:** Staff recommends the Commission remove all stipulations and grant the program status of “Approved” to the Fresno Unified BTSA Induction Program.

**Presenter:** Teri Clark, Administrator, Professional Services Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

August 2008



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## Update on Induction Program Review and Recommendation to Remove Stipulations

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### Introduction

This agenda item presents an overview of the Induction Program Review (IPR) process that began in 2006-07. In Part 1, the item provides an update for each program that participated in an IPR in Spring 2007 and did not meet all of the induction standards. Part 2 of the item provides information on the findings from the 32 Induction Program Reviews completed in 2007-08. Part 3 of this item recommends that the Commission remove the stipulations that were placed on the Fresno Unified Beginning Teacher Support and Assessment (BTSA) Program in June 2007.

### Background

Education Code section 44279.1 establishes the statutory purposes of the statewide BTSA Induction Program, which includes the following:

- Provide an effective transition into teaching for first-year and second-year teachers in California
- Improve the educational performance of pupils through improved training, information and assistance for new teachers
- Enable beginning teachers to be effective in teaching pupils who are culturally, linguistically, and academically diverse
- Ensure the professional success and retention of new teachers
- Ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher
- Improve the rigor and consistency of individual teacher performance results
- Establish effective, coherent system of performance assessments that are based on the *California Standards for the Teaching Profession*
- Ensure that an individual induction plan is in place for each participating new teacher and is based on an ongoing assessment of her/his development

The same statute also stipulates the responsibilities of the Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE) in relation to these eight statutory purposes for the program. The CTC and CDE are required to:

- Ensure continuous program improvement through ongoing research, development and evaluation
- Ensure that programs meet the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*
- Ensure that local programs support beginning teachers in meeting the competencies described in the *California Standards for the Teaching Profession*

- Develop and administer a system for ensuring teacher induction program quality and effectiveness
- Evaluate the effectiveness of the Beginning Teacher Support and Assessment System and report findings to the Legislature

These provisions of the Education Code substantiate that the CTC and CDE are jointly responsible for evaluating teacher induction program quality and effectiveness in relation to the adopted standards for the purposes of ensuring continuous program improvement and reporting findings to the Legislature.

To fulfill the requirements of law and ensure continuous funding for all eligible teachers, the CTC and CDE implement an ongoing system for evaluating teacher induction program quality that is based on the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. In the introduction to these standards, the CTC and CDE indicate that:

*The standards are to be used holistically by local educators to design, implement and evaluate induction programs in California. Program evaluation methods and activities should be used to ascertain how well the standards are being implemented in each program.*

*In California, the standards define effective support and formative assessment practices for beginning teachers who have completed basic credential requirements. In this way, the induction program standards complement California's existing standards for preservice preparation and internship preparation programs.*

## **Overview of the Current Evaluation System for Induction Programs**

### ***The Five-Year BTSA Induction Program Evaluation Cycle Components***

Annually each approved local education agency (LEA) is responsible for preparing responses to selected BTSA Induction Program standards. Some of the data have been collected anecdotally or informally, through local program evaluation activities, while other data include Statewide BTSA survey reports and the results of more formal and systematic local evaluation activities. The BTSA Peer Program and Induction Program Review processes are data-driven, inquiry-based, and follow an internal-external-internal pattern of analysis.

The BTSA Induction program evaluation system follows a five-year cycle. Four years of Peer Program Review (PPR) are followed by an Induction Program Review (IPR). The components for PPR and IPR are standardized and consist of:

- A Program Abstract (data and overview of program context and characteristics)
- The program's current SB 2042 narrative that describes how each standard is implemented, organized by standard (required for IPR, optional for PPR)
- A Summary Narrative for PPR or a Program Implementation Reflection for IPR that allows the program director to capture successes and challenges of the program

- A summary of results of state and local evaluation data relevant to each standard
- Findings made by the external review team: formative findings and feedback for 5 standards in the PPR or summative findings for 20 standards/elements in the IPR
- The program's response to the findings: Proposed Program Modifications and Action Plan(s)

### ***The BTSA Peer Program Review***

In PPR years, programs respond to five induction program standards in a self-study document. Two standards are selected by the BTSA Induction State Leadership Team while the other three are selected by the program, based on an initial analysis of program data. The external phase of the review is conducted in collaboration with selected local BTSA Induction program partners and is facilitated by Cluster Region Directors (CRDs) or other trained facilitators. Activities address the self-study responses through the established PPR process, and partner programs document their findings. The subsequent synthesis phase processes those findings within the local context and results in proposed modification(s) and Action Plans for each standard reviewed. The entire process is documented in the BTSA Induction Annual Improvement Plan (AIP) which is submitted by the program to the CRDs and the BTSA Induction Interagency Task Force.

### ***The BTSA Induction Program Review***

The BTSA Induction IPR is an opportunity for BTSA Induction programs to be evaluated against each of the twenty SB 2042 *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. These standards contain both standard statements (the “standard level”) and required elements (the “element level”) that further explicate the standard. During the process, a team of reviewers examines the program's SB 2042 updated narrative and multiple sources of data, including information collected from interviews of various stakeholder groups, and base their findings on the body of evidence collected during the review.

Of the 20 Induction Program Standards, eight are reviewed at the standard level and twelve are reviewed at the element level. The 20 Induction Program Standards contain a total of 126 elements. Twenty standards and 126 elements would be difficult for a review team to examine thoroughly in a four day visit; therefore, the BTSA Induction State Task Force identified eight standards that would be reviewed at the holistic standard level and twelve standards that would be reviewed at the element level.

Each IPR team consists of a team lead and 4 review team members selected from a statewide pool of trained induction program leaders. Each year the State Leadership Team conducts standardized IPR training in regions across the state for IPR team leads and for IPR team members. The BTSA Induction State Leadership Team assigns a trained facilitator to each review.

The review team comes to an objective finding on whether or not each of the standards is met. This finding is determined by the extent to which the program's implementation is aligned to the adopted induction standards, based on the evidence collected and examined. Findings are documented and reported to program stakeholders and the BTSA Induction State Leadership

Team at the end of the review visit. For a standard to be met, all components of the standard must be met. If any aspect of a standard is not met, then the standard is deemed “Not Met.”

As the next step, the program generates an Action Plan for standards deemed “Not Met” during the review. Action Plans are a step-by-step sequence outlining how a program intends to bring a standard to “Met” status, including a timeline. If necessary, the remediation process may span more than one year, during which all standards that are “Not Met” are the focus of the program improvement process and addressed in the AIP(s). When all standards are deemed “Met” documentation is provided to the program for its IPR files and the BTSA Induction Task Force sends a letter documenting the fact that the program has met all twenty of the Induction Standards.

IPRs began in the 2006-07 year. All approved BTSA Induction Programs have been assigned to one of the five years of the IPR cycle and will participate in IPR in the scheduled year. Twenty-eight BTSA Induction Programs completed IPRs in Spring 2007 and an additional 32 IPRs were completed this spring. In the years that a program does not participate in IPR, the PPR, as described above, is completed.

#### ***Follow up after the IPR Visit***

The program director meets with the local program leadership team and develops an Action Plan for any Induction Standard that is not met. The purpose of the Action Plan is to bring the program to “Standard Met” status (which may take one or more years). The action plans are assembled into the Annual Improvement Plan and submitted to the CDE and CTC via the Cluster Region Directors annually.

If at any time, the program is deemed to be making no progress toward reaching “Standard Met” status, it is placed on a “Plan to Remedy” process and works closely with the CTC and CDE staff to make program remediations to meet the standard(s). If a program is not meeting the Induction Standards and is not making progress toward meeting the standards, then the program’s approval status as a credential program is in jeopardy.

#### **Part 1: Induction Program Review 2007 Follow Up**

As described above, 28 IPRs were conducted between February and May 2007. If a program did not meet any portion of the standard, then the standard was found to be ‘Not Met.’ With the 28 IPRs, there were a total of 560 standard findings: 435 of the standards (78%) were found to be fully met in 2007. Seven of the 28 BTSA Induction Programs met all of the adopted Induction program standards.

But 21 BTSA Induction programs did not meet all standards in spring 2007. These programs worked with their CRDs to address all standards that were not met. These programs have since presented evidence to the satisfaction of the CRDs and the BTSA Induction Task Force demonstrating that the vast majority of Induction Standard(s) have been met. The following table shows the current status of the 28 BTSA Induction Programs that participated in IPR in Spring 2007.

**Table 1: Update on 2007 Induction Program Reviews**

	<b>Program</b>	<b>Standards Met June 2007</b>	<b>Standards Met June 2008</b>	<b>Standards Remain to be Met in 2008-09</b>
101	Antioch Unified	10	20	0
106	Elk Grove Unified	18	20	0
107	Fairfield/Suisun Unified	14	20	0
109	Lodi Unified	14	20	0
113	North State Consortium (Tehama COE)	14	20	0
209	Monterey COE	18	20	0
225	Santa Clara Unified	11	20	0
226	Santa Cruz/Silicon Valley NTP(Santa Cruz COE)	20	20	0
228	Ventura COE Consortium	17	20	0
303	Clovis Unified <sup>1</sup>	18	18	2
304	Fresno COE	20	20	0
310	Madera Unified <sup>1</sup>	16	20	0
317	Stanislaus COE <sup>1</sup>	17	17	3
404	Bellflower Unified	10	20	0
409	Glendale Unified	14	20	0
411	Lawndale/Lennox/ Unified	18	20	0
412	Long Beach Unified <sup>2</sup>	18	18	2
423	Santa Clarita Valley Consortium (Saugus)	20	20	0
432	Castaic School District <sup>3</sup>	11	15	5
504	Capistrano Unified	20	20	0
510	Grossmont Union High <sup>4</sup>	19	19	1
512	LaMesa/Spring Valley Unified	18	20	0
514	North Coastal	12	16	4
527	Tustin Unified <sup>4</sup>	17	17	3
528	Saddleback Valley Unified	20	20	0
602	Chaffey Unified	8	20	0
605	Etiwanda Unified	20	20	0
614	San Bernardino City	20	20	0
<b>Total Programs Meeting all Standards</b>		<b>7</b>	<b>21</b>	<b>-</b>

<sup>1</sup> Program is collecting evidence and should be able to demonstrate meeting the standards by early fall 2008.

<sup>2</sup> Program is changing formative assessment system and is addressing these standards in the revision and rewrite process.

<sup>3</sup> A focused mini-IPR is scheduled for July 28. Staff will report the results at the August Commission meeting.

<sup>4</sup> Program is waiting for the BTSA Induction State Survey results. An update will be provided at the August meeting.

As Table 1 indicates, all but 7 of the programs have met all Induction Standards by July 2008. The remaining programs are moving forward in modifying their programs and are on target to meet the standards during the 2008-09 year.

## **Part 2: Induction Program Review Findings-2008**

There were a total of 32 IPRs conducted between February and May 2008. If a program did not meet any portion of the adopted induction standards, then the standard was found to be “Not Met.” With the 32 IPRs, there were a total of 640 standard findings: 530 of the standards (82.8%) were found to be fully met. Program Standard 13: Formative Assessment Systems was found to be met in all 32 IPRs this spring. Nine of the 32 BTSA Induction Programs met all of the adopted Induction Program Standards.

All of the Induction Program Standards that were found to be “Not Met” most often are standards that were reviewed at the element level. If any element or any part of an element was found to be not met, then the full standard was deemed “Not Met.” The newly adopted Induction Standards do not have Required Elements. As shown in Table 2 the standard findings varied across the 32 programs that completed an IPR in Spring 2008. In addition, a summary of the standards met most often and standards not met most often follows.

### **Standards Met Most Often**

13: Formative Assessment System  
4: Evaluation  
5: Articulation with Teacher Preparation  
1: Sponsorship  
2: Resources  
7: Coordination and Communication  
3: Professional Development Providers

### **Standards Not Met Most Often**

14: Completion of the Professional Teacher  
Induction Program  
9: Support Provider Professional Development  
19: Teaching English Learners  
8: Support Provider Selection and Assignment  
20: Teaching Special Populations  
17: Supporting Equity, Diversity and Access to the  
Core Curriculum

As in 2006-07, the 22 BTSA Induction programs that did not meet all standards in 2007-08 have already begun working on Action Plans to address all standards that were not met. In 2008-09 the BTSA Induction Statewide Leadership Team is working to support all programs, including those addressing standards found to be not met during IPRs. This support includes additional state and regional support that is offered to all programs to transition to the newly adopted Induction Standards. CRDs will provide technical assistance to support programs to meet the Induction Standards while revising their programs to meet the newly adopted standards. Programs will present evidence to the CRDs and the BTSA Induction Task Force to demonstrate that the program has successfully transitioned to meeting the new Induction Standards.

During the 2008-09 year, programs that have standards or elements to still meet will modify their program and begin to collect evidence of effective implementation of the standard(s) or element(s). The program may submit the evidence to the BTSA State Induction Leadership Team at any time during the year prior to the end of the 2008-09 year. When a program demonstrates that it meets a standard(s) or element(s), the BTSA State Induction Leadership Team will change the standard or element finding to ‘Met.’



**Table 2: BTSA Induction Program Review 2008 Standard Findings (M=Standard Met)**

Programs		Standards																				Total Met
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
111	Napa COE	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
112	North Coast	M	M	M	M	M	M	M	M	M	M	M	M	M		M	M	M	M		M	18
115	Sacramento COE	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
117	San Juan	M	M	M	M	M	M	M	M	M			M	M	M	M	M	M	M	M	M	18
123	Vallejo									M				M	M	M		M				5
204	Contra Costa	M	M	M	M	M	M	M	M	M	M	M		M	M	M	M	M	M	M	M	19
205	Newark	M	M	M	M	M		M	M		M	M	M	M		M		M		M	M	15
216	San Jose Unified	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
218	San Luis Obispo	M	M	M	M	M	M	M	M		M		M	M		M	M	M	M	M	M	17
219	San Mateo COE	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
229	Evergreen	M	M		M	M		M				M	M	M			M					9
301	Bakersfield	M	M	M	M	M	M	M	M	M		M	M	M		M	M	M	M	M		17
305	Fresno Unified	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
312	Merced	M	M	M	M	M		M			M		M	M	M	M		M	M	M	M	15
314	Panama-Buena Vista	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
319	Tulare COE	M	M	M	M	M	M	M			M	M	M	M	M			M				14
410	Hacienda La Puente	M	M		M	M	M	M		M	M		M	M	M	M	M	M	M			15

Programs		Standards																				Total Met
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
417	Montebello	M			M	M	M		M		M	M	M	M		M			M			11
420	Pomona	M	M	M	M	M		M	M	M	M	M		M	M		M	M	M	M	M	17
421	Rowland	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
422	San Gabriel	M	M	M	M	M	M	M			M		M	M			M					11
429	Walnut Valley	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
433	LAUSD DI	M	M	M	M	M	M	M			M		M	M	M		M	M	M	M	M	16
501	Anaheim City	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
517	Oceanside	M	M	M	M	M	M	M	M	M	M	M	M	M		M	M			M		16
525	South County		M	M	M		M		M	M	M	M	M	M		M	M		M	M	M	15
526	Sweetwater	M	M	M	M	M	M	M	M	M	M		M	M	M	M	M		M	M	M	18
532	Garden Grove			M	M	M	M	M			M	M		M		M	M	M	M		M	13
535	Santa Ana	M	M	M	M	M	M	M			M	M		M	M	M	M	M	M	M	M	17
603	Chino Valley	M	M	M	M	M	M	M	M	M	M	M	M	M		M		M		M	M	17
609	Ontario-Montclair	M	M	M	M	M	M	M	M	M	M	M	M	M			M	M	M		M	17
613	Riverside USD	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
Total Standards Met		29	29	28	31	30	27	29	24	22	27	24	27	32	20	27	26	25	26	23	24	530
Total Standards Not Met		3	3	4	1	2	5	3	8	10	5	8	5	0	12	5	6	7	6	9	8	110

M = Standard reviewed at the *Element Level*; M = Standard reviewed holistically

### **Induction Program Review and the Newly Adopted Induction Standards**

In June 2008, the Commission adopted revised Induction Program Standards. The BTSA Induction Cluster Region Directors, under the direction of the BTSA Induction Interagency Task Force are providing technical assistance to the current BTSA Induction programs as they transition to the new standards. Commission staff is prepared to provide technical assistance to prospective induction programs. A Statewide BTSA Induction Program Directors' Technical Assistance Meeting is planned for September 11, 2008 to build a common understanding of the new Induction Standards and support program implementation of the standards.

Due to the adoption of revised BTSA Induction Standards in June 2008 and the subsequent need for BTSA Induction Programs to revise their programs and program documents, there is a one year hiatus for Induction Program Review (IPR) during 2008-09 school year. The review of Induction programs is scheduled to begin again in the 2009-10 school year. The Committee on Accreditation (COA) is beginning to discuss how to best integrate approved Induction programs into the Commission's Accreditation System. As a plan is developed for the transition of induction programs into the Commission's accreditation system, information will be provided to the Commission.

### **Part 3: Fresno Unified BTSA Induction Program Review Report**

A focused Induction Program Review took place in May 2007 and the Commission took action in June 2007 (<http://www.ctc.ca.gov/commission/agendas/2007-06/2007-06-6F.pdf>) to place the following stipulations on the Fresno Unified BTSA Induction Program:

1. That by September 15, 2007, the Fresno Unified School District BTSA Induction Program be required to notify all current program participants and prospective program participants at the point of hire of its **Approval with Probationary Stipulations** status. Probationary approval status means that the program will not be able to recommend candidates for the clear credential if all stipulations are not rectified in a timely manner. The notification must be in writing and state that the program could lose CTC approval as an induction program if the Induction Program Review in Spring 2008 does not show significant improvement aligned with the Program's Plan to Remedy developed from the BTSA IPR Team findings from the May 2007 IPR or if the program fails to meet any of the interim dates as stated in the stipulations.
2. That by October 1, 2007, the Fresno Unified School District BTSA Induction Program provide by evidence of clear and effective program leadership effective program leadership under the direct supervision of the superintendent of the LEA pursuant to Induction Standards 1, 2, 5, and 10 of the BTSA Induction program.
3. That on a monthly basis, the Fresno Unified School District BTSA Induction Program provide to a member of the BTSA Induction State Leadership Team information on new hires including date of hire, and the date of the participating teacher and support provider match pursuant to Induction Standard 12.
4. That by January 1, 2008, the Fresno Unified School District BTSA Induction Program provide to a member of the BTSA Induction State Leadership Team evidence of an accurate and comprehensive system of monitoring all program participants and program

activities. The monitoring system must ensure that all participating teachers complete all credential requirements pursuant to Induction Standards 12-20.

5. That the Fresno Unified School District BTSA Induction Program be required to provide evidence to a member of the BTSA Induction State Leadership Team substantiating each participant's completion of the Induction Program, pursuant to Induction Standard 14, prior to the Commission granting a Clear Multiple or Single Subject Credential until the program completes the Induction Program Review in Spring 2008.
6. That the Fresno Unified School District BTSA Induction Program provide evidence of meeting **fifteen** of the Induction Program Standards at an Induction Program Review to be conducted in Spring 2008.
7. That the Fresno Unified School District BTSA Induction Program provide evidence that the program's selection process is followed in selecting all consulting teachers (support providers) and that consulting teachers receive all training as described in the program document.

During 2007-08 Commission staff and the Cluster Region Directors worked closely with the Fresno Unified BTSA Induction Program to ensure that all stipulations were addressed in a timely manner. A full Induction Program Review took place May 12-15, 2008 at which time the Fresno Unified BTSA Induction Program was found to have met all twenty Induction Standards.

#### **Staff Recommendation**

Due to the fact that the Fresno Unified School District BTSA Induction Program responded appropriately to all the stipulations placed on it by the Commission in June 2007 and met all twenty Induction Program Standards during its May 2008 IPR, staff recommends that the stipulations be removed and the Fresno Unified School District BTSA Induction Program status be that of "Approved Induction Program."